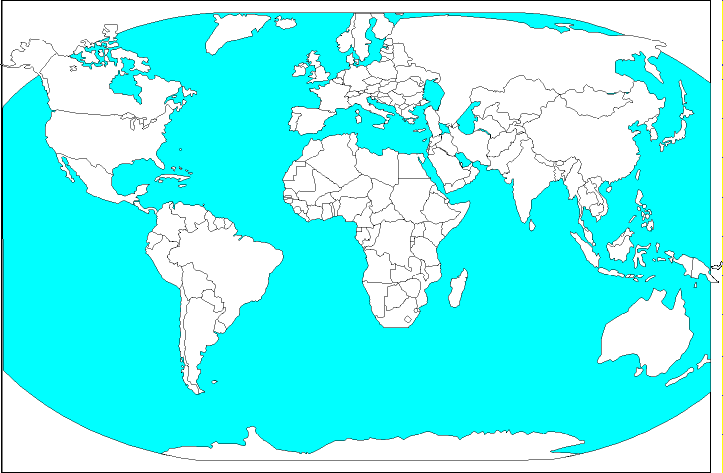
**Prior Knowledge:** **How to conjugate regular verbs, formulate basic questions, and have some general ideas about life in the French-speaking world.**

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| **Language Level** | **French FLES Novice High** | | **Grade** | | **4** | **Date** | Teacher’s Discretion | | **Day in Unit** | | **1** | **Minutes** | **60** |
| **Unit Theme, Topic and Question** | **Contemporary life: Travel. How do my preferences and my culture impact my travel choices?** | | | | | | | | | | | | |
| **Daily topic:** | **Where can I travel in the French-speaking world?** | | | | | | | | | | | | |
| **STANDARDS** | **LESSON OBJECTIVES** | | | | | | | | | | | | |
| What are the communicative and cultural objectives for the lesson? | **Communication**  *and*  **Cultures** | *Which modes of communication will be addressed?* | | **Learners can:**   * Name the 5 continents that are recognized by countries outside the United States. * Situate and verbally name French-speaking countries on 4 continents on a blank world map. * Ask and respond to questions about the continents where French-speaking countries are located. | | | | | | | | | |
| * Interpersonal | |
| * Interpretive | |
| * Presentational | |
| **If applicable,** indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson. | **Connections** | Geography: Locating continents and French-speaking countries on a world map. | | | | | | | | | | | |
| **Comparisons** | Culture: Compare the French-speaking zone of influence to the English-speaking one. | | | | | | | | | | | |
| **Communities** |  | | | | | | | | | | | |
| **Common Core** | Speaking and Listening:Integrate and evaluateinformation presented in diverse media and formats, including visually, quantitatively and orally. | | | | | | | | | | | |
| **Lesson Sequence** | **Activity/Activities**  What will learners do?  What does the teacher do? | | | | | | | **Time\***  How many minutes will this segment take? | | **Materials • Resources •**  **Technology**  Be specific. What materials will you develop? What materials will you bring in from other sources? | | | |
| **Gain Attention / Activate Prior Knowledge** | Teacher posts several pictures of French-speaking countries for learners to view as they enter the room. Teacher activates learners’ prior knowledge by asking them which French-speaking countries they recognize in the pictures. Teacher asks in French: Which French-speaking countries do you see? In French, learners volunteer the name of a country they see: I see (name of country). Teacher gives label of the country’s name to learners to attach to the picture they identified.  After the learners have identified the countries they recognize, the class counts how many countries they were able to recognize and label.  The teacher tells the class how many French-speaking countries there are in the world (29 countries where French is an official language). | | | | | | | 10 min. | | Pictures/labels of various French-speaking countries  World map | | | |
| **Provide Input** | Teacher gives learners world maps with the names of French-speaking countries grouped by continents.  Teacher shows a quick introductory film on La Francophonie in the world.  (<https://www.youtube.com/watch?v=K6KniRMNS_A> in French). As learners watch the film, they check off the countries that are featured in the video. The teacher pauses the video as needed to give learners time to check off the countries on their world maps.  After the video, the teacher draws attention to the fact that countries outside the United States teach that there are 5 continents, not 7. Teacher compares the 5 continents to the 5 rings in the Olympic flag that represent the 5 continents. Teacher asks learners to compare the list of 7 continents that the United States identifies to the list of 5 continents that other countries identify. | | | | | | | 15 min. | | World maps with names of French-speaking countries grouped by continents  Video of La Francophonie  Image of Olympic flag  Lists of 7 continents used in the United States and 5 continents used outside the United States | | | |
| **Elicit Performance / Provide Feedback** | Teacher models questions in French: How many French-speaking countries are there in (Europe)? Which of the French-speaking countries are in (Europe)? Learners refer to their maps and count the countries listed for each continent and name the countries that are listed in (Europe). Learners label the countries (in Europe) on their world maps.  Learners work in groups and follow the model questions posed by the teacher to count, name and label the French-speaking countries on the continents of Africa, America, Asia, and Australia.  The activity is followed by teacher’s feedback including comments/discussion about comparisons between the two zones of linguistic influence (English vs French). Teacher circulates among groups asking: How many countries in (Africa) are French-speaking? | | | | | | | 15 min. | |  | | | |
| **Provide Input** | Teacher models how to ask questions about French-speaking countries’ locations:  \*“Où se trouve (la Suisse)? (Where is (Switzerland)?)” Learners respond pointing to (Switzerland) on the map and saying: Voilà (la Suisse).  \*“Sur quel continent se trouve (le Cambodge)?” On which continent is (Cambodia) located? Learners respond: Le Cambodge est en Asie. | | | | | | | 5 min. | | Model questions posted for learners to read:  Où se trouve…  Sur quel continent est…. | | | |
| **Elicit Performance / Provide Feedback** | Groups receive a stack of cards with the names of French-speaking countries. Learners pick a card and ask where/on what continent the French-speaking country is located. | | | | | | | 10 min. | | Stack of cards with the names of French-speaking countries for each group of learners | | | |
| **Closure** | Ticket out: Learners pick a country and write a sentence saying the continent where the country is located. | | | | | | | 5 min. | |  | | | |
| **Enhance Retention & Transfer** | Create a quizlet game/test online and or visit a local travel agency to collect travel information on French-speaking destinations. | | | | | | |  | |  | | | |
| **Reflection** **– Notes to Self**   * What worked well? Why? * What didn’t work? Why? * What changes would you make if you taught this lesson again? * ???? |  | | | | | | | | | | | | |

**HANDOUT**



**PAYS FRANCOPHONES**

**AFRIQUE**

Bénin Burkina Faso Burundi Cameroun Comores

Côte d’Ivoire Djibouti Gabon Guinée Guinée équatoriale Madagascar Mali Niger République centrafricaine République démocratique du Congo République du Congo Rwanda Sénégal Seychelles Tchad Togo

**EUROPE**

Belgique

France

Luxembourg

Monaco

Suisse

**AMERIQUE**

Canada

Haïti

**OCEANIE**

Vanatu